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the leading teachers of the State, reveals himself as a poet of no mean order. Already his book has attracted the attention of a number of America's foremost authors and critics and by them it has been accorded high praise. It is easily one of the two or three most worthy poetic productions by North Carolina authors that have appeared since the publication of McNeill's *Songs Merry and Sad* which came out in 1906. There is a variety of theme and meter coupled with a beauty of expression showing versatility not usually found in the common run of present day American poets.

The chief poem is *An Ode to Expression*. It opens with these excellent lines:

In all our earth there is no finer joy
Than when rare concept stands outlimned entire
In final loveliness. Temple and toy
Alike delight as they fill man's desire.
The ecstatic day
The rapt ceramic artist turns his clay
To some ethereal, amphoral way
Of dream that burns his brain as he, his wares,
Stands consecrate forever; for it shares
The immortality which clings to all
Supremest things which holds the race in thrall.
* * * * *

In *The Soul of the Sea* fine skill is shown in the handling of a difficult meter and there is a musical swing not unlike that of Poe. I quote the first of the seventeen stanzas:

The swimmer is swept by the tides
Which caress him as onward he glides,
So, yielding, I swim in the sunlight which God of His goodness
provides;
I reach to the wave with its roll,
Conceding its constant control,
And sharing its movement majestic I speed to my ultimate
goal.
* * * * *

Other selections taken at random illustrate further the variety of theme and form:

BOB WHITE! WHEAT'S RIPE!

When May's sweet flowers, and happy hours,
Have melted into June;
And o'er the hills the farmer trills
His happy harvest tune;
Then pure and clear, and sweet, we hear:
"Bob White, wheat's ripe!
Bob White, wheat's ripe!"
* * * * *

THE MARTYR'S GIFT

The roads that lead the races on
Are marked by martyrs' fires;
And in the ages that are gone
Oft-times the funeral pyres
Send out their flames, a living blaze,
To light the world from error,

To glorify all coming days,
And free man's mind from terror.

* * * * *

NOVEMBER

The burst of bud and bloom has fled
And every weed is stark and dry,
A cloth of gold now decks the bed
Where soon pale Autumn's corse must lie.
The brook in paths of brown slow creeps
To pools that feel the coming chill;
The shifting, leaden cloud now weeps,
Then creeps behind the barren hill.
* * * * *

Dr. Whitsett has produced a worthy piece of work that is quite deserving of the recognition it is receiving in high places.—N. W. W.



DAVENPORT, E. *EDUCATION FOR EFFICIENCY*, 196 pages. D. C. Heath & Co., 1909, 1914.

In view of the ever increasing interest of teachers in agricultural and industrial education it is well, perhaps, to call the attention of teachers once more to this general treatise of the field of vocational education.

The book is an earnest plea for the necessity of providing an education suited to the needs of all the children of all the people. Many of the points concerning a more general diffusion of educational privilege have been realized since the book was originally published. Many more remain to be realized.

Teachers of agriculture in both the elementary and high schools will find in the last seventy-five pages of the book a deal of suggestive and stimulating material.—L. A. W.



POOL, BETTIE FRESHWATER. *AMERICA'S BATTLE CRY AND OTHER NEW WAR SONGS*. Published by the Author, Elizabeth City, N. C. 1918. Pp. 20. Price, 50 cents.

This is a booklet of twelve patriotic lyrics written to old familiar tunes and dedicated to our American soldiers. "Its purpose," in the words of the preface, "is to cheer them, stimulate patriotism, and arouse buoyant hopes of victory." The twelve lyrics are: "America's Battle Cry," "The Call Has Come," "It's Too Late, Kaiser Bill," "Rally Round the Flag, Boys," "Don't Call Me a Slacker," "Hindenburg and Kaiser Bill," "American Camp Song," "Hang Up His Scepter and His Crown," "Goodbye, Kathleen," "Whisper the Prayer That I Learned at Your Knee," "The Soldier's Message," and "O, My Country, 'Tis for Thee." The songs are full of patriotic fervor and military spirit. It is the hope of the author that the

book will be used to a large extent in the high schools and colleges, as well as in the camps.—N. W. W.

MISCELLANEOUS NOTES AND COMMENTS

TEACHING AGRICULTURE

The North Carolina State Department of Public Instruction has recently published for free distribution a most interesting and stimulating bulletin on the teaching of agriculture under the title "Making Lessons in Agriculture Count," written by Mrs. Jessie Field Shambaugh.

The bulletin is based on the adopted textbook, "Agriculture for Beginners," but the best part of it is written in Mrs. Shambaugh's introductory remarks. Straight out of her experience with the vision of open country and sleek cattle, clear skies and growing fields the author makes one see all anew the beauty of the country with utter disregard for its discomforts.

Ten illustrative lessons are presented from a random sampling of the book here and there. The ideas presented in these illustrative lessons are live with suggestion to the wide-awake teacher and cannot be other than stimulating to even the hearer of classes. With such a bulletin at hand together with thoughtful preparation of lessons in the light of the suggestions offered in it the lessons in agriculture can surely be made to count.

By the way, "Mrs." Shambaugh is or was,—perhaps still is, "Miss" Jessie Field.—L. A. W.



CARING FOR HIGH SCHOOL GIRLS

In the October number of *Educational Administration and Supervision* Supt. G. W. Gaylor, of Canton, Ill., tells of a plan which vitally concerns the welfare of high school girls which plan is now used in the high school at Canton. In a word it is the employment of a dean of girls in the high school.

The duties of such an office fall into a few very distinct lines. She cares for girls who are taken sick at school or who need some special attention. A special room, of course, is provided where such services can best be rendered. Several times during the year she holds private conferences with the girls to discuss matters of health, dress, morals, sex hygiene, and such other matters as cannot be handled in a public way by the principal or other members of the teaching staff.

Parents and friends of the girls are both highly appreciative of and in thorough sympathy with the idea. As a disciplinary device the principal has found it exceedingly valuable. Not only has it increased the

regularity of attendance among the girls and reduced loudness of talk and rudeness of manner among them to a minimum, but the plan has resulted in raising the whole moral tone of the school among both boys and girls.—L. A. W.



THE SOCIAL EFFICIENCY THEORY

So much stress on the aim of education as the attainment of social efficiency for the individual pupil has had its result on the frame of mind in which teachers and supervisors have approached the problem of making syllabi for the subjects taught in the classroom.

The November number of *School Review* carried an article on "Socialized English" to which reference has already been made in THE JOURNAL. The December number of *School Review* carries two articles on socialized subject-matter. W. H. Hathaway has one on "A Course in Socialized High School Civics." Fred W. Trauer has another on "Socializing the Study of History."

Both articles deal with the treatment of the subject as social factors in the building of character as well as in giving information of social importance. Modern, present-day problems of society are handled in a way to make the study of civics and history vital to the every day happenings in a twentieth century community.

Just now when so much emphasis is being placed on national and international interests it is of great importance that school children get a more than local or sectional viewpoint of political events. These articles suggest ways and means of introducing such a viewpoint in the teaching of these subjects.—L. A. W.



THE QUANTITATIVE LITERATURE ON EDUCATION

Scarcely a week passes but some new article, bulletin, pamphlet or book appears dealing with some phase of quantitative studies in education. School men find it next to impossible to keep up with all this literature and to know anywhere near all that is going on in this field of educational endeavor. Necessity compels us to select a field of interest and try to follow that field with care at the same time keeping in touch so far as possible with the more general quantitative studies.

In order to aid school men in their efforts to keep in touch with this literature H. O. Rugg publishes in the December number of *School Review* a bibliography of sources from which to determine the articles and books necessary to keep in touch with such studies. In addition there is a list of textbooks on education, each of which contains bibliographic material of a non-